

**THE INFLUENCE OF ECHO READING STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE EIGHTH GRADE OF SMP TAMANSISWA
TELUK BETUNG IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By

**AYU SARTIKA ROSEL
NPM. 1311040219**

Study Program : English Education

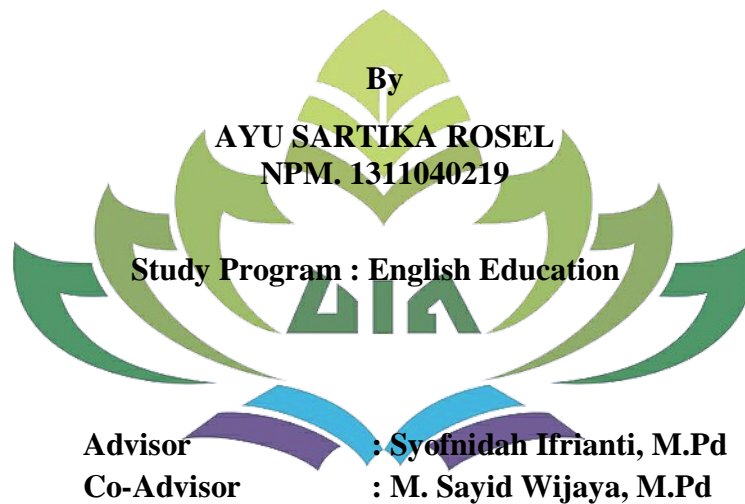


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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ABSTRACT

The Influence of Echo Reading Strategy Towards Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade of SMP Tamansiswa Teluk Betung in The Academic Year of 2017/2018

By : Ayu Sartika Rosel

Reading is a process that requires students to master concepts in a personal way. It can do familiarity with subject, background, life experiences, and interpretation for words and phrases affect understanding. In learning reading readers need to combine their prior knowledge with their existing knowledge to comprehend what is being read. The students' reading comprehension at SMP Tamansiswa Teluk Betung is still low especially in reading descriptive text. So that, to solve this problem, the writer applied echo reading strategy. Echo reading is one of a good strategy that can be implemented by the students as individual or in group. Echo reading involves students reading together and make description of the text about what they have read, so they can get the important information of the text. The objective of this research is to know whether there is a significant influence of echo reading strategy towards students' reading comprehension in descriptive text at the the first semester of the eighth grade of SMP Tamansiswa Teluk Betung.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII A and VIII C which consisted of 53 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of this research was the eighth grade students at SMP Tamansiswa Teluk Betung. In collecting the data, the writer used instrument in the form of multiple choice test. After conducting the treatments, the instrument were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.014$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. In other words, from this research, it was known that echo reading influence the students' reading comprehension in descriptive text. So, there was influence of echo reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung.

Key words: echo reading, reading comprehension, quantitative research



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A thesis entitled: **THE INFLUENCE OF ECHO READING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP TAMANSISWA TELUK BETUNG IN THE ACADEMIC YEAR OF 2017/2018**, by : **AYU SARTIKA ROSEL, NPM: 1311040219**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, April 11th 2018.**

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DECLARATION

The researcher hereby state this thesis entitled “The Influence of Echo Reading Strategy Towards Students’ Reading Comprehension at The First Semester of The Eighth Grade of SMP Tamansiswa Teluk Betung in The Academic Year of 2017/2018” is completely my own work. She was fully aware that she has quoted some statement and ideas from various sources and they were properly acknowledged in the text.



Bandar Lampung,
Declared by,

January 2018

Ayu Sartika Rosel
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Warsito and Mrs. Sutarti, who always prayed for the success of my study and gave greatest love for me.
2. My beloved brothers, Yenhar Saputra, Eko Fernando, and Dimas Arianito who always supporting me.
3. My big family: grandmother, grandfather, aunts, uncles, cousins, nieces and nephews.
4. My beloved friends, Riki Putri Kharisma, Daryanti, Siti Rizki Amallia, Sri Wahyuni, Galih Aisia, Asha Wahyunisa, Hasri Wahyu Ningsih, and 'MONINDA' who always support me to finish this thesis.
5. My beloved almamater UIN Raden Intan Lampung and all lectures in English Department which contribute a lot in my thesis.

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

“ Read in the name of your Lord Who created. He created man from a clot.
Read and your Lord is Most Honorable. Who taught (to write) with the pen. Taught
man what he knew not. “¹



¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

CURRICULUM VITAE

The researcher name is Ayu Sartika Rosel. She was born in Gunungsari on March 18th, 1995. She was the third child of four children of Mr. Warsito and Mrs. Sutarti. She has three brothers, whose name are Yenhar Saputra, Eko Fernando, and Dimas Arianto.

The researcher finished her academic study from SDN 1 Tanjung Baru in 2007. Then, she continued studying at MTS Mamba'ul Ulum Margoyoso in 2005, and finished in 2010. In the same year, the researcher continued her study at SMA YASMIDA Ambarawa and finished in 2013. In 2013, she registered as a student of English study program of Tarbiyah and Teacher Training Faculty of State Islamic University (UIN) Raden Intan Lampung.



ACKNOWLEDGEMENT

Alhamdulillah, thanks to Allah the Almighty, for the blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad SAW who always brings us from the darkness to the lightness.

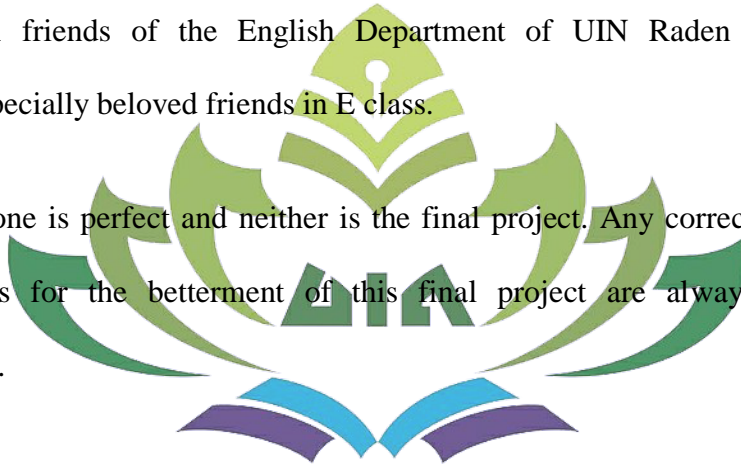
This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement of obtain S1-degree.

For that reason, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah Faculty and Teacher Training and his staff who have given an opportunity and the help for the writer when on going the study until the accomplishment of this thesis.
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4. M. Sayid Wijaya, M.Pd, the second advisor who has spent countless hours to correct this thesis for it is better.
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6. Ki Subur, the headmaster of SMP Tamansiswa Teluk Betung. Nyi Susi Miss Merry, the English teacher. All administration staff and the eighth grade students of SMP Tamansiswa Teluk Betung for allowing her to carry out the research in their institution.
7. The writer's father, Mr. Warsito and mother, Mrs. Sutarti, as well as her beloved brothers for their support, love and everything that she cannot tell all in words.
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Finally, none is perfect and neither is the final project. Any corrections, comments, and critics for the betterment of this final project are always open-heartedly welcomed.



Bandar Lampung,

2018

The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is thinking and understanding and getting at the meaning behind a text.¹ It means that reading is a process through which the reader to get a message from an article. Therefore, the main process of reading is to construct the meaning of the written text. The ability to read has become an indispensable skill in students' life. Almost every aspect of everyday life of students is carried out in reading such as to gain information from the text, to understand and know meaning of the text, to answer questions from the text, and to make the result of the text as comprehending form in reading. In short, students require an ability or skill to understand and comprehend text in reading.

Based on School Based Curriculum (KTSP), the purposes of teaching English are developing communicative competence in oral and written form to achieve information level, having awareness about the sense and the significance of English in order to increase national competence in global society, and developing understanding of students about the relationship between language and culture.² It means that to increase the national competence in global society, the students should

¹Jennyfer Serravallo, Teaching Reading In Small Groups (Porsmouth: Heinemann, 2010), p. 43.

²Depdinas 2006.*KurikulumTingkat Satuan Pendidikan (KTSP)* 2006. (Jakarta: Unpublished, 2006). p.307.

aware about the sense and significance of English. So that, the purpose of teaching English can be achieved.

SMP Tamansiswa Teluk Betung is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In SMP Tamansiswa Teluk Betung, English is taught twice a week with time duration about 40 minutes. According to syllabus of KTSP, there are two basic competences that should be achieved by students at the second year of junior high school. First, students are able to respond the meaning of short functional text accurately and fluently. Second, students are able to read aloud the monologue/essay in the form of descriptive, recount, narrative, procedure, and report text with good intonation.³ So, one of genres that should be learned by students is the descriptive text.

According to Oshima and Hogue, descriptive text appeals to the senses, so it tells how something look, feels, smell, tastes, and/or sounds. In addition, a good description is like a “word picture”, the reader can imagine the object, place or person in his/her mind. The purpose of descriptive text is to describe and reveal a particular person, animal, place or thing. The generic structure/text organization of descriptive text consists of two parts: identification and description.⁴ As we know that descriptive text is a text to describe something, such as persons, places, or things . So, it normally

³Syllabus of SMP Taman Siswa Teluk Betung, 8th Grade (Teluk Betung:Unpublished,2016/2017).

⁴Alice Oshima. & Ann Hogue, *Introduction to Academic Writing (2nd Ed)* (New York: Addison Wesley Longman, Inc, 1997) p.61.

takes on three forms, they are description of people, description of places, and description of things.

Meanwhile, in reading most of students still have difficult to understand and comprehend a text. This problem is caused by many factors. Based on the preliminary research, the researcher obtained data about the students' problem by interviewing the English teacher there namely Susi Mies Merry, S.Pd. She said that there are some factors that make the students still have difficulty to comprehend text. The students have low vocabulary mastery. So, when they are given a text to read, they do not know the meanings of most words in the text.⁵ They have to use their dictionaries to find the meaning of the words. They tend to translate every single word in the text. Then, the students can not comprehend English text by themselves.

Besides conducting an interview with the teacher, the researcher also asked some students for their opinions about reading English text in their English lessons. The researchers' question are about whether they could answer the questions well or not and what is their difficulties in reading.⁶ Most of them said that they it was difficult to answer the questions because they did not understand the texts. Furthermore, about their difficulties in reading, they said that it was hard for them because they did not know the meaning of reading text itself, So, they could not answer the questions well.

⁵Susi Mies Merri, *Interview of the teacher*, (SMP Taman Siswa Teluk Betung), on March, 30th 2017.

⁶Engelina, Andini, Nico, Rieke, et. al. *The Result of The Students' Interview at Seventh Grade in Second Semester at SMP Taman Siswa Teluk Betung*.

After the researcher conducted the interviews, she tried to see the fact by being present at one of classroom that had an English subject at grade VII of SMP Tamansiswa Teluk Betung, the researcher found some problem in the English teaching and learning process. The problem were related to the students, the teacher, the media that is used in the teaching of reading, and the teaching technique/method/strategy in the teaching of reading comprehension.

The first problem is related to the students. The students are not aware of the use of learning strategies. They do not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. The use of those learning strategies contributes to the success of the learning processes. Besides, the students are not interested in reading a text. They find that reading an English text is boring and stressful. This condition made the students find difficulties in understanding the text.

The second problem is related to the teacher. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. Furthermore, the teacher just lets the students read the text and then do the task by themselves. At the time, the teacher just asks the students to submit the work without giving feedback to the students so that the students do not really know how to comprehend the text.

The third problem is related to the media used in the teaching of reading. In teaching and learning process, the students are only given a long text to read. So, it makes the students bored and lazy to follow the teaching and learning process.

The last problem is related to the teaching technique/method/strategy in the teaching of reading comprehension. The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It can be seen from the monotonous activities which consists of reading a text, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text. Because of that, the students' score was low. The score can be seen in the following table:

Table 1
Students' Reading Descriptive Text Score of the Seventh Grade in the
Second Semester of SMP Tamansiswa Teluk Betung in 2016/2017
Academic Year

No	Class	Students' score		Number of Students
		<73	≥73	
1	VII A	23	5	28
2	VII B	25	5	30
3	VII C	21	4	25
4	VII D	23	7	30
Total		92	21	113
Percentage		81%	19%	100%

Source: Document of SMP Taman Siswa Teluk Betung

Based on Table 1, it can be concluded that there are 21 students (19%) of the 113 students who passed the test based on criteria of minimum mastery (KKM). And 92 students who got the score under the KKM. It means that the students who got

difficulty in reading are 81%. In this case, the students score of KKM in SMP Tamansiswa Teluk Betung was 73.

Considering the data on Table 1, the researcher believes that some efforts are needed to solve the problems in the teaching and learning processes especially in the teaching of reading comprehension in SMP Tamansiswa Teluk Betung. In order to solve the problem, the researcher will propose a strategy called Echo Reading.

Karen mentions that echo reading is a reading strategy to help the students who struggle with reading problems. The students often read “word by word.” They do not know how to “chunk” words and phrases into meaningful groups.⁷ It means that the students do not know how to read group of words at a time, and when they chunk it, they get more confused because of the weird combinations of words. As a result, their comprehension is limited. So that, this strategy will help the students to increase their reading comprehension and this strategy will be interesting for the students in learning English text. Besides, this strategy also had been used by Agustriyani in her research. The title of her thesis is: Teaching Reading Comprehension by Using Echo Reading Strategy to the Tenth Grade Students of Setia Darma Vocational School of Palembang.⁸ The result of Agustriyani’s thesis is that the use of echo reading strategy

⁷Karen Tankersley, *The Treads of Reading: Strategies for Literacy Development* (U.S.A: ASCD Press, 2003), p.87.

⁸Emi Agustriyani, *Teaching Reading Comprehension By Using Echo Reading Strategy To The Tenth Grade Students Of Setia Darma Vocational School Of Palembang*, 2011, Sriwijaya University Of Palembang.

encouraged the students to be more active and motivated in learning reading. It also can increase student's achievement significantly.

Furthermore, Allan also used this strategy, her thesis entitled *The Effects of Intensive Reading Intervention on Fourth Through Sixth Grade Reading Fluency Through The Use of SRA Direct Instruction Curriculum and Echo Reading in Elementary School Central Valley of California*, California State University, Stanislaus.⁹ The result of her study show that the impact of using the SRA direct instruction Decoding B-1 curriculum through the use of echo reading, can increase students' reading fluency.

From the explanation, there are differences between Agustriyani & Allan thesis. In Agustriyani's thesis, she used echo reading as a strategy to increase students reading comprehension's achievement. However, Allan thesis show that the impact of using the SRA direct instruction Decoding B-1 curriculum through the use of echo reading, can increase students' reading fluency. But, they both used the same strategy called echo reading. Furthermore, the differences between those previous research with this research is that by used this strategy it hoped can increase student's reading comprehension. However, the similarities is the strategy that will be used by the researcher is echo reading.

⁹Christi Cease Allan, *The Effects Of Intensive Reading Intervention on Fourth Through Sixth Grade Reading Fluency Through The Use of SRA Direct Instruction Curriculum and Echo Reading*, 2014, California State University, Stanislaus.

Based on the explanation, it can be concluded that echo reading is a good strategy to help the students' reading comprehension and fluency. So that, the researcher is going to use Echo reading as a reading strategy to help students' comprehend descriptive text. Therefore, the researcher conducted this research entitled: The Influence of Echo Reading Strategy Towards Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade at SMP Tamansiswa Teluk Betung in academic year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem, most of the students at the seventh grade of SMP Tamansiswa still have problems in English, especially in reading text. The problems in this research are identified as follows:

1. The students have low vocabulary mastery.
2. The students are not able to comprehend the reading text.
3. The students do not know how to read the text correctly.
4. The teacher does not use media in teaching learning process.
5. The teacher's strategy/technique/method is less interesting.

C. Limitation of the Problem

Based on the identifications of the problem, the researcher limit the problems in this research by focusing only on the influence of echo reading strategy towards students' reading comprehension in descriptive text at the first semester of the eight grade at SMP Tamansiswa Teluk Betung. And the researcher would limit the students'

reading comprehension in descriptive text especially in describing people on the theme of famous person, describing places on the theme of tourism place, and describing things on the theme of favorite thing, at the first semester of the eighth grade at SMP Tamansiswa Teluk Betung in academic year of 2017/2018.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, the researcher formulated the problem as follows:

“Is there any significant influence of Echo reading strategy towards students’ reading comprehension in descriptive text at the first semester of the eighth grade at SMP Tamansiswa Teluk Betung in academic year of 2017/2018?”

E. Objective of the Research

The objective of the research is to know the influence of Echo strategy towards students’ reading comprehension in descriptive text at the first semester of the eighth grade at SMP Tamansiswa Teluk Betung in academic year of 2017/2018.

F. Use of the Research

The uses of the research are expected as follow:

1. Theoretically

This research may support that the use of Echo reading strategy can influence students’ reading comprehension.

2. Practically

The advantages of this research are for English teachers and students. It may inform English teachers that Echo reading strategy can be applied as a good way to comprehend and study text in teaching reading comprehension. For students, it may increase students' reading ability in comprehending English texts.

G. Scope of the Research

1. Subject of the Research

The subject of the research is the students at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.

2. Object of the Research

The object of the research is the influence of echo reading strategy towards students' reading comprehension in descriptive text.

3. Time of the Research

The researcher will be conducted the research at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.

4. Place of the Research

The research will be conducted at SMP Tamansiswa Teluk Betung.

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING, AND HYPHOTHESIS

A. Frame of Theories

1. Concept of Teaching English as Foreign Language

English is prime language in the world. It is used in many countries as native language, second language and foreign language. In conclusion, English is one of international languages. Patel and Jain state that foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.¹ It means that people use foreign language for communication with another people or societies but they use another language not first language or not mother tongue because it means foreign language.

According to Harmer, English is a foreign language, is generally taken to apply the students who are studying general English at school and institutes in their country or as transitory visitor in target language country.² It means that the students only have chance to practice English in the school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities. English is the first foreign language taught at every school in Indonesia, especially for junior high school and senior high school while for elementary school, it is as a local content subject.

¹M.F Patel and Praveen M. Jain, *English Language Teaching : Methods, Tools & Techniques* (Vaishali Nagar & : Sunrise, 2008), p. 35.

²Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Pearson Longman, 2004), p. 39.

In teaching English as a foreign language, the teacher should have known what teacher should do. Brown states that teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing to know or understand.³ It describes that teaching is a process to help the learners for understanding something that learned.

Based on the explanation, it can be concluded that teaching English as a foreign language is the process for helping the students to learn English. In teaching English, the teacher should be creative to attract the students' interest in learning English as a foreign language.

2. Concept of Teaching Reading

Teaching is a process to transfer knowledge. The goal of teaching reading is not only teaching to read, but more than that. Comprehending the text well is one of the reading goals. Teaching reading for English teachers can be the main lesson to help students how to comprehend English text easily. In teaching reading process, teachers must be attentive to the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are as follows:

³H. Douglas Brown, *Principles of Language Learning and Teaching* 5th Ed (Britain: Pearson Education, 2007), p.8.

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged with what they are reading.
- 3) Encourage students to respond the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.⁴

Teaching reading is not a stuck activity. Students have to enjoy the reading process.

We must pay attention how to increase reading text in classroom because teaching reading needs more than reading the text.

Furthermore Alyousef says that in teaching reading, contemporary reading task, unlike the traditional materials, involves three phrase: pre-, while-, and post-reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example, teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.
- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension question.⁵

It means that in teaching reading the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the students will

⁴Jeremy Harmer, *How to Teach English* (Edinburg Gate: Pearson Longman, 2007), p. 101-102.

⁵H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p. 69.

also be more directional in their learning are pre-reading, while-reading, and post-reading stages.

3. Concept of Reading

1) Definition of Reading

In English, there are four skills that should be mastered, they are: listening, speaking, reading and writing. It cannot be denied that reading takes an important role in English and it very important just like Danielle's statement. Danielle states reading is the most important skill that should be mastered by students. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.⁶ From the Danielle's statement, it means that reading is an extraordinary achievement because by reading we can get knowledge, information and news from printed page such as newspaper, magazines, novels or kinds of textbooks. It also related to Grabe statement; Grabe states that reading is the process of receiving and interpreting information encoded in language via the medium of print.⁷

According to Karen statement that reading is the act of making sense of print.⁸ Grabe and Stoller in Ermayanti's journal states reading is a way to draw information from reading is a way to draw information from the printed page and interpret this

⁶Danielle S.Mc Namara, *Reading Comprehension Strategies*, (New York : Laurence Erlbaum Associates, 2007), p. 3.

⁷William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p. 14.

⁸Karen Tankersley, *The Threads of Reading* (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2003), p. 146.

information appropriately.⁹ It can be elaborated that reading is an exercises dominated by the eye movements and the brain to decode written texts.

From all the theories that have been mentioned, the researcher concludes that reading is an activity to get meaningful things or information from printed or written texts that involves good understanding.

2) Definition of Reading Comprehension

According to Willis, comprehension is defined as intentional thinking during which meaning is constructed through interaction between text and reader.¹⁰ It means the mean comprehension is understanding awoke between readers with text, through thoughts while reading text. The interaction between text with the reader is in the process of building understanding text. Reading comprehension is the capability to comprehend, remember, analyze and response a reading material whether the content, type or structure by joining the facts one to another and connect the new information with the reader's possession.¹¹ It means that reading comprehension is the way how to comprehend, remember, analyze and response the content, type and structure and connect the new information by the reader's possession.

⁹Nanda Ermayanti, Journal of English Language Teaching, *Improving Student's Achievement in Reading Comprehension Through Advance Organizer Strategy* (Medan: ELT Forum 2013), p. 1

¹⁰Judy Willis, *Teaching the Brain to Read*, (Virginia: ASCD Publications, 2008), p. 138.

¹¹Syofnidah Ifrianti, *Improving Reading Comprehension*, (Bandar Lampung: Fakultas Tarbiyah IAIN Raden Intan Lampung, 2008), p. 14.

Nilson defines comprehension is the ability to grasp the meaning of material and restate it in one's own words.¹² These concepts basically states that reading always deals with the process of taking meaning from printed materials. It means that in reading activity the purpose of reading is to comprehend what is read. In this process, the reader tries to create meaning intended by the writer.

To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words.

Comprehension is viewed as a mastery of isolated skill, such as finding main ideas, identifying expression in context, implied detail, finding the grammatical feature and so on. These comprehension skill categories are cumulative in that one is built on the other. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- 1) Main idea (topic)
- 2) Expression / idiom / phrases in context
- 3) Inferences (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)

¹²Linda B. Nilson. *Teaching at Its Best: A Research-Based Resource For College Instructors Third Edition* (San Fransisco: Jossey-Bass, 2010), p. 21.

- 6) Excluding facts not written (unstated details)
- 7) Supporting idea
- 8) Vocabulary in context.¹³

Based on those criterias, it has differences in each criteria as follows:

Borobudur Temple

Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters. It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta. Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors. It also had been acclaimed by the world as a cultural heritage main kind. The architectural style has no equal through out the world. It was completed centuries before Angkor Wat in Kamboja.

Borobudur is one of the world's most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground. The walls of the Borobudur are sculptured in bas-reliefs extending over a total length of six kilometers. It has been hailed as the largest and most complete ensemble of Buddhist relieves in the world, unsurpassed in artistic merit and each scene an individual masterpiece.

The visitors have the option of going by taxi or public bus to reach this temple. Public transportation is available from the bus terminal. From that point visitors can hire becaks or horse carts, or walk the rest of the way to the monument. A large parking area is available not far from the monument, so private cars and buses can park in this area.

Adapted from :<http://www.kuliahbahasainggris.com/contoh-descriptive-text-tentang-tempat-about-place-danau-toba-dan-candi-borobudur-beserta-artinya/>

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. For example, from the text main idea in the first paragraph is “Borobudur is the biggest Buddhist Temple in the ninth century”.

¹³Brown H. Douglas, *Language Assessment Principles and Classroom Practice on Education*, (San Fransisco: Pearson Education, 2003), p.206

Then, the expression/ idiom/ phrase in context. Expression is the act of saying what you think or showing how you feel using words or action. For example, angry, sad, happy, disappointed, and others.

Idiom is a word or phrase which means something different from its literal meaning. For example there is no room to swing a cat, it means that there is not a lot of space. Phrase is a group of two or more words that express a single idea but do not usually form a complete sentence. For example, from the text the phrase is “The architectural style”.

Inference is same as a conclusion or implied detail of the text. For example, from the second paragraph of the text, it can be conclude that “Borobudur is one of the most famous temple that has Great Stupa, the walls that extending over until six kilometers, and it has been hailed as the largest and most complete ensemble of Buddhist relieves in the world”.

Grammatical feature is about the grammar of the text likes the kind of the text or the tense that used in the text. The descriptive text uses simple present tense because it uses verb₁. For example, “Borobudur is the biggest Buddhist temple in the ninth century measuring 123 x 123 meters”.

Next, detail (scanning for a specifically stated detail). Detail is a small part of something. For example, “It is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta”.

Excluding facts not written (unstated detail) is the facts or details that are not written on the text. For example, the excluding fact not written on the last paragraph of the text is “Borobudur Temple is a strategies place to be visited by visitors”.

Supporting idea is a sentence that supports the main idea. For example, supporting idea on the first paragraph is “Borobudur temple is the one of the best-preserved ancient monument in Indonesia that are most frequently visited by over a million domestic as well as foreign visitors”.

The last criteria is vocabulary in context. Vocabulary is all about the words-word in a language or a special set of words you are trying to learn. For example, from the text in second paragraph first line, there is word “famous”. Famous has some meaning such as familiar, well-known, or fame. In other example, in the first paragraph second line, there is a sentence “it is located at Magelang, 90-km southeast of Semarang, or 42-km northwest of Yogyakarta”. The word “it” refers to Borobudur temple.

In addition, reading comprehension means the students must read the text and interact the printed or written symbols with their cognitive skill and their knowledge of the world. It means the process of reading comprehension the students need skill related to the purpose of reading and consider the question to concentrate on the important point.

Based on all statements, it can be concluded that reading comprehension is defined as the process of getting message from the author a written text. The message may be an idea, a fact, a feeling, and an argument. Reading is not simply making sound of the text, but it about comprehending the idea of the text itself, in other words, it can be stated that there will be no reading without comprehension.

4. Concept of Genre Text

Siahaan says that text is a meaningful linguistic unit in a context.¹⁴ Text is human readable sequence of characters and the words they form that can be encoded into computer-readable formats. Generic structure and language feature are dominantly used. Meanwhile, Anderson says that types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variation are known as genre.¹⁵ However, Gerot and Wignel classify the genre into thirteen types. They are;

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

¹⁴Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 1.

¹⁵Mark Anderson & Kathy Andersoon, *Text Types in English 2* (South Yarra: Macmillan, 2003), pp. 3-5.

c. Report

Report is a text to describe the way things are with reference to arrange of natural, manmade and social phenomena in our environment.

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

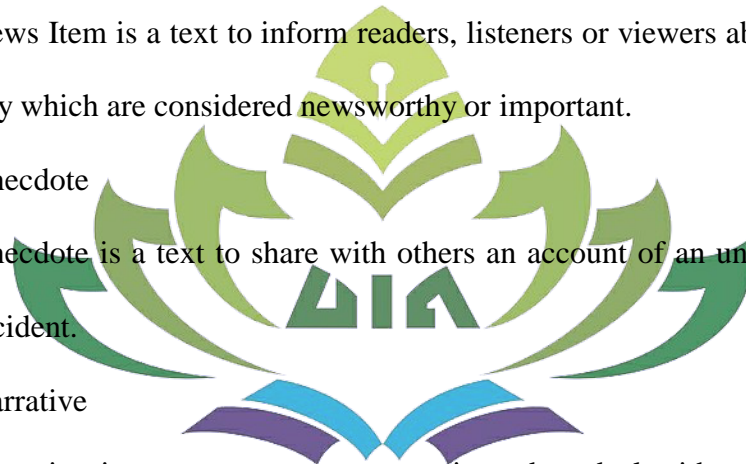
Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.



j. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.¹⁶

5. Concept of Descriptive Text

1) The definition of descriptive text

One of genres that junior high school students learnt is descriptive text. Based on competency standard (standar kompetensi) and basic competency (kompetensi dasar), the second year students are expected to be able to understand and respond meaningful written texts in term of functional written text and simple short essay in the form of descriptive and recount text interact with people in the nearest environment.¹⁷ According to Siahaan, text is a meaningful linguistic unit which can be a word, or a sentence, or paragraph, or even the one which is bigger than a

¹⁶Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

¹⁷Syllabus of SMP Taman Siswa Teluk Betung, 8th Grade (Teluk Betung: Unpublished, 2016/2017).

paragraph. It means that the text is some sentences and the readers can get information. The researcher will explain more descriptive text.

According to Siahaan and Shinoda, description is a written English text in which the writer describes an object.¹⁸ Then, Siahaan states that a writer tries to picture out an object to this readers.¹⁹ It means that descriptive text is describing an object. Moreover, the purpose of descriptive text is giving particular information to readers by describing an object.

In addition, Gerot and Wignell state that the social function of descriptive text is to describe a particular person, place or thing.²⁰ To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the identification and description. The other important one is make it sure that we have used generic structure and lexicogrammatical features correctly.

2) Generic Structure of Descriptive Text

a. Identification

In this part introduces to the subject of the description.

¹⁸Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008), p.89.

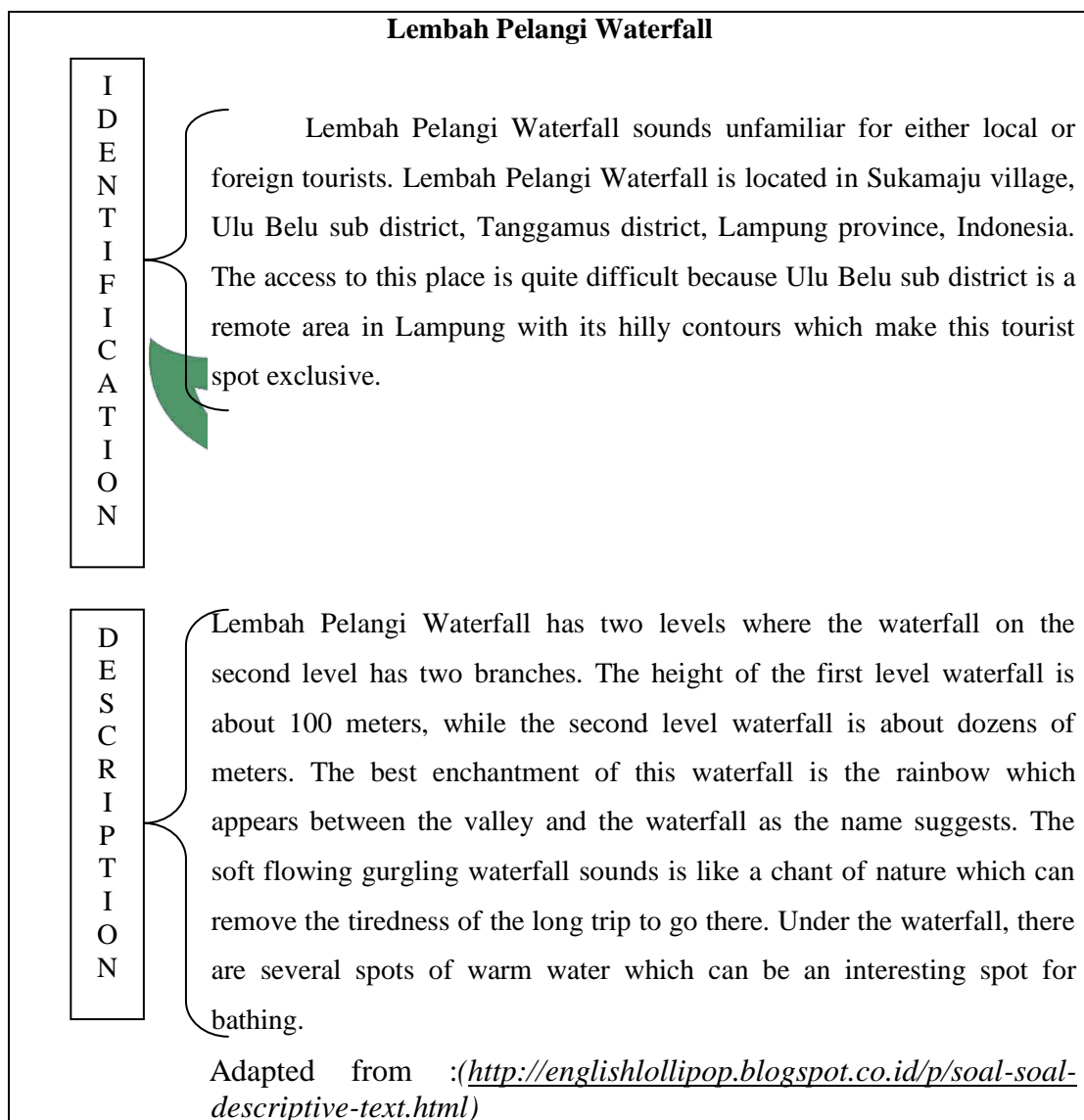
¹⁹Sanggam Siahaan, *Op.Cit* p.119.

²⁰Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Queensland : Antipadean Educational Enterprises Publishing, 1994), p.208.

b. Description

In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Example of Generic Structure of Descriptive Text



3) Significant Lexicogrammatical Features of Descriptive Text

- a. Focus on specific participants. It means that descriptive text just focus on one object that will be described. For example, descriptive text about place, especially tourism place about Museum Lampung. So, the text contains just about Museum Lampung.
- b. Use attributive and identifying processes. Attributive of the position or use an adjective, noun, or phrase before a noun. For example, “The beautiful dress is mine” (word “beautiful” is an adjective that explains dress as a noun. Meanwhile, identifying process is a process of identify about an object that will be described, is like a history of an object, or what an object is. For example, “Borobudur is one of the world’s most famous temples; it stands majestically on a hilltop overlooking lush green fields and distant hills. Borobudur is built of gray andesite stone. It rises to seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground.”
- c. Frequent use of epithets and classifier in nominal group. For example, Nederland is called as state of waterwheel, Japan is called as state of sun rise, and America is called as state of Adidaya.
- d. Use of simple present tense. For example, Indonesia is one of a century that has many ethnic, religion, language, and culture.²¹

²¹*Ibid*, 209.

4) The Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics text such as :

- a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting. For example, “LembahPelangi Waterfall has two levels where the waterfall on the second level has two branches”.
- b. Using vivid pictures is to make the description clear and realistic. For example, descriptive text about Eifel Tower. It must using the picture of Eifel Tower, so the reader will be interested in reading the text.
- c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, phrases to suggest colors, movements, expressions and feeling. For example it can be seen in the sentence “The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests”. Word “rainbow” shows the color of the waterfall.
- d. Using any details. If anyone want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship. For example, “I have a classmate. Her name is Rosel. She has a slanting eyes, small body, flat nose, and white skin. She always uses hijab to go to campus.”

- e. Using the simple present tense. For example “I get up at 05.00” and “A fish lives in the water”. From these sentences, it shows an activity and the true fact.

6. Concept of Echo Reading Strategy

1). Definition of Echo Reading Strategy

Johnson stated that Echo reading is a strategy that used by the teacher to help students in developing their ability to determine a purpose for reading in order to extract, comprehend, and make decisions based on information gained from reading.²² It means that in reading class, the students must make description of the text about what they read, so they can get the important information of the text. Besides that, the students must predict the message of the text in order to find the meaning from some stages of the text.

Next, Kuhn explains that echo reading is a strategy that used by the teacher to help the students to comprehend a text in teaching reading. In reading process, the students must predict the text based on the activation of students' prior knowledge and familiarity with narrative structures.²³ It means that, in make prediction the students may take a variety of instructional forms of the text.

²²Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Littlefield Publishing, Inc, 2008), p. 90.

²³Melanie R. Kuhn and Paula J. Schwanen flugel, *Fluency in the Classroom* (New York: The Guildford Press, 2008), p. 57.

However, Cohen and Cowen defines echo reading is where the teacher reads a sentence or passage from the text and the student copies or echoes what the teacher has just read.²⁴ Echo reading gives the students the opportunity to hear the teacher read the first and then repeat the reading of the page. This strategy suggested that the teacher being a modeling echo reading by using few words at time so that the students can mimic or echo the phrasing, inflections, rhythm, or cadence in the exact way modeled by the teacher.²⁵ It means that echo reading is a strategy which students should mimic what the teacher's phrasing, inflections, rhythm and cadence.

Archer and Hughes support that echo reading is a rereading strategy designed to help beginning readers develop accurate fluent reading with appropriate expression. It means that the teacher read a text before then it follow by students. In order that, teacher can control students when students read a text. In conclusion, echo reading is a strategy that use by the teacher to help the students in making a prediction of a text. In reading class, the students must make description of the text about what they have read, so they can get the important information of the text.

2). Advantages of Echo Reading Strategy

Echo reading is a strategy that will help struggling readers with fluency, reading orally, new vocabulary, and comprehension. For echo reading, the teacher needs a

²⁴Vicky L. Cohen, and John Edwin Cowen, *Literacy For Children In An Information Age*, (Canada: Thomson Learning, Inc, 2008), p. 165.

²⁵Beverly Tyner, *Small Group Reading Instruction*, (Chicago: International Reading Association, Inc, 2009), p. 75.

book on her student's level and a reader for students to echo. It is a simple reading strategy to help students gain skills. According to Kuhn in Siska's journal, the advantages of echo reading are:

- a. Help struggling readers learn about fluency, expression, and reading comprehension at an appropriate rate.
- b. Help the students learn about paying attention to punctuation mark while reading.
- c. Help students to recognize new word and read at a pace which is better for comprehension.
- d. Help struggling readers to understand how to comprehend a text.²⁶

Based on the explanation above, echo reading is a useful strategy in teaching reading comprehension. It can build students' reading fluency, comprehension, and improve their reading skill.

3). Disadvantages of Echo Reading Strategy

Disadvantages of echo reading are:

- a. Some students have difficulty generalizing this strategy to other literature.
- b. Can be frustrating for students who compare their progress to others, or don't meet their goal during the session.²⁷

²⁶Elvira Siska, *Teaching Reading by Combining Anticipation Guide and Echo Reading Strategies for Eight Grades of Junior High School Student*, (Padang: STKIP PGRI Sumatera Barat, 2014), p. 16.

²⁷*Ibid*, 58-59.

Although echo reading is a good strategy in teaching reading comprehension, but it can make some students difficult to generalize this strategy to other literature and it can be frustrating for students when they compare their progress to other students.

4). Procedure of Echo Reading Strategy

The following procedure of teaching by using echo reading strategy According to Ellis on Fatmeh's journal are:

1. The teacher chooses a text and all readers have a copy of the text.
2. The teacher begins by reading a small part (e.g. one or two sentences) while the student track silently. The student then reads the same short part aloud and the read-aloud action continues, substituting turns between teacher and student, till the end of the passage.
3. At whatever point the student performs a reading mistake or hesitates for 3 seconds or more, the teacher stops the student and show the mistake, and then asks the student to not only read the incorrect word out loud correctly, but also the whole phrase that includes the incorrect word, then resumes the reading task.²⁸

Furthermore, Dade supports that there are four steps of echo reading strategy in teaching reading, as follow:

²⁸Fatmeh Mahmud Al Jaffal, *The Effect of Repeated Reading Strategy on Oral Reading Fluency of a Fourth Grade Student with Reading Difficulties* (United Arab Emirates University College of Education Department of Foundation of Education, 2014), p. 17

1. Teacher asks the students to read a page or sentences of the text, and their partner echoes by reading the same page or sentences.
2. Teacher models to the students how to echoes the text, and remind the students that they should use their inside voices.
3. Teacher asks the students to work with partners or small groups to practice echo reading consists of 2-5 students.
4. Teacher asks the students to discuss about the generic structure, main idea, supporting idea, etc and presented in front of the class.²⁹

From the definition about procedure of echo reading in the class, the researcher modifies the procedure as follows:

- 1) The teacher chooses a text and all readers have a copy of the text.
- 2) The teacher begins by reading a small part (e.g. one or two sentences) while the student track silently. The student then reads the same short part aloud and the read-aloud action continues, substituting turns between teacher and student, till the end of the passage.
- 3) At whatever point, the teacher ask who, what, where, why, and how questions. If student performs a reading mistake or hesitates for 3 seconds or more, the teacher stops the student and show the mistake, and then asks the student to not only read the incorrect word out loud correctly, but also the whole phrase that includes the incorrect word, then resumes the reading task.

²⁹Patricia Dade and Kimberly Storey, *Introducing Reader's Workshop* (Huntington Beach: Shell Education Publishing, Inc, 2011), p. 102.

- 4) Teacher asks the students to work with partners or small groups to practice echo reading consists of 2-5 students.
- 5) Teacher asks the students to discuss about the generic structure, main idea, supporting idea, etc and presented in front of the class.

5). Teaching Reading Comprehension using Echo Reading Strategy

1. Select a text

Teacher presents information to students about the text they will be reading and discussed and select a text. The students should have the text that have been selected by the teacher.

2. Read the text

The teacher shows the students how to read the texts by giving them an example and the teacher begins by reading one or two sentences while the student track silently. Then, the students read the same short part aloud and the read-aloud action continues, substituting turns between teacher and students, till the end of the passage.

3. Ask who, what, where, why, how and correct the mistake

At whatever point when the students read the text incorrectly, the teacher stops the student and show where the mistake is.

4. Make a group

To make it easy, the teacher can asks the student to make small groups. Each groups consist of 2-5 student to practice echo reading.

5. Discussion

Students discuss their understanding of the text includes generic structure of the text, main idea, supporting idea, etc with other students in their small group that have been divided before. The teacher guides students in a review and the students should presented their result in front of the class.³⁰

Based on the explanation, it can be concluded that echo reading is suitable strategy that can be implemented in teaching reading comprehension. The researcher will use those steps without a add or miss of one of those steps because it was suitable with condition of the experimental class.

7. Concept of Listen, Read, Discuss (LRD) Strategy

1) Definition of LRD Strategy

According to McKenna in Murni's journal Listen Read Discuss (LRD) is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format.³¹ Moreover, Trowbridge says that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students

³⁰Fatmeh Mahmud Al Jaffal, *Op. Cit*, p. 19.

³¹Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy* (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year), p. 3. (<http://Jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/198/141>, May 12th 2017, 11.21 am)

follow the information.³² It means that, there are three stages in this strategy. First, the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

The researcher concludes that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students' prior knowledge and evokes discussion in students. A teacher can use this strategy before and during reading and within a small a group or in a whole class setting.

2) Advantages of LRD Strategy

According to Purwanti, there are some advantages that can be used by LRD strategy as follows:

- a. It helps students comprehend material presented orally.
- b. It builds students' prior knowledge before they read text.
- c. It engages struggling readers in classroom discussion.³³

³²John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p. 11.

³³Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilahan Kota*, p. 36. , (<http://diligib.uir.ac.id/dmdocuments/ing.sri%20erma%20purwanti.pdf>. May 12th 2017. 20.19 pm)

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher presented orally before they read a text.

3) Disadvantages of LRD Strategy

However according to Purwanti there are also disadvantages in LRD as follows:

- a. LRD is difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time intensive.
- b. The teacher must be selective and choose specific text where students lack prior knowledge about and need more support with LRD text.³⁴

Teacher interaction in the learning process is important because teachers are guides and mentors in the lesson, the teacher will be impossible without the learning process running optimally. So, the teacher in the learning process is necessary at all, especially in improving the reading skills of students, because of time constraints in presenting the material in the school led to the demand to achieve the desired learning achievement one of them with the intensity of reading outside of school hours in order to achieve these objectives.

4) Procedure of LRD Strategy

According to Trowbridge LRD has three basic steps: Listen, read, discuss.

The following are the steps of LRD strategy:

³⁴*Ibid*, 37.

1. Listen:

Present a lecture on the content of the reading. Include a graphic organizer of the information during discussion.

2. Read:

Students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content.

3. Discuss:

Teachers lead a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.³⁵

It means that LRD has three steps, first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get the comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text.

5) Teaching Reading Comprehension using LRD Strategy

1. Listen

Teacher presents information to students about the text they will be reading.

This can be in the form of a short lecture on the topic, using graphic organizer to guide the lecture. Presenting the information from the portion the text in a

³⁵John E. Trowbridge, *Op Cit*, p. 12.

well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

2. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

3. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read.

Three questions are useful in guiding this post reading discussion:

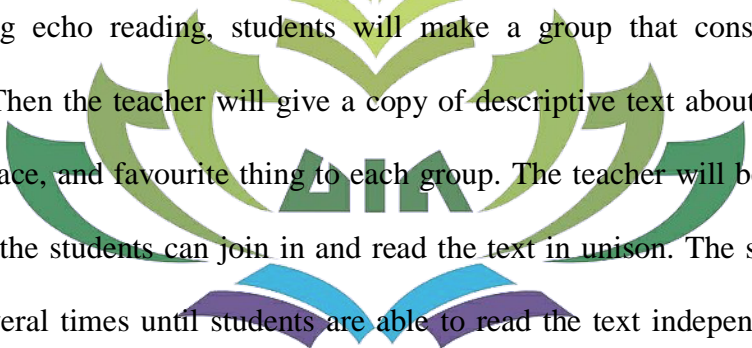
- 1) What did you understand most from what you heard and read?
- 2) What did you understand least from what you heard and read?
- 3) What question or thought did this lesson raise in your mind about content and/or about effective reading and learning?³⁶

By following steps in LRD strategy the first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension about the text.

³⁶Sri Erma Purwanti, *Op Cit*, p. 39.

B. Frame of Thinking

Today, most of the students in junior high schools who are not able to understand reading text. In other word, their reading comprehension is still low. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. By using echo reading, the students will be confident when the read a text together, active when they can understand the meaning of text and enjoyable when they read a fun story.



In teaching echo reading, students will make a group that consist four or five students. Then the teacher will give a copy of descriptive text about famous people, tourism place, and favourite thing to each group. The teacher will be a fluent reader first, then the students can join in and read the text in unison. The students read the text in several times until students are able to read the text independently. In a part time, the teacher will ask students to stop in reading text and then, the teacher will give some question about the text such as about main idea, supporting details, and others.

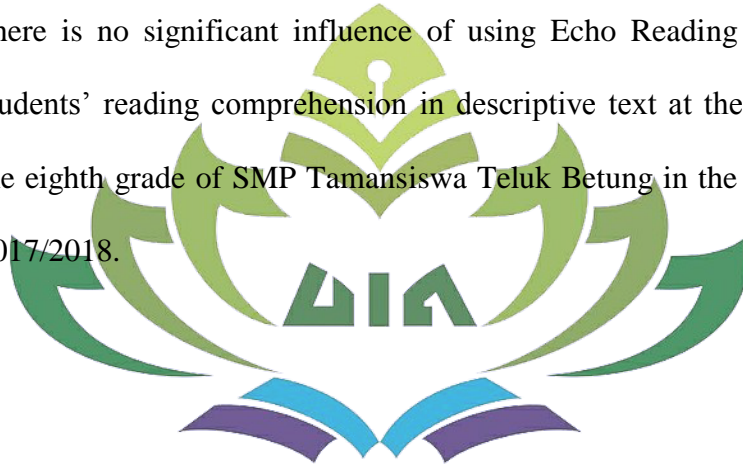
Concerning with the previous explanation, the researcher assumes that echo reading can help teacher and the students in teaching learning process. It can be an alternative strategy for teaching learning since it is expected to make the students interested and enjoyable in learning English particularly in reading.

C. Hypothesis

Based on the formulation of the problem the researcher would like to propose the following hypotheses:

H_a: There is a significant influence of using Echo Reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.

H₀: There is no significant influence of using Echo Reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. In the quantitative research, the researcher applied quasi experimental design because it is a kind of experimental research design that suitable to this research. Quasi experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.¹ That is appropriate to this research's subject because this research's subject is to groups; So if the researcher randomly assigned the students into the special groups, it will disrupt the classroom learning.²

Quasi experimental includes assignment, but not random assignment of participants to group, so, the writer selected two classes, one was the experimental class and the other one was the control class. The research design could be presented in Table 2.

Table 2
Pretest and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8th Ed), (Canada: Wadsworth. Cengage Learning, 2002), p.301.

²John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2012), p.309.

Based on Table 2, the writer selected two classes randomly, one class as a control class and last one as experimental class. Then, students were given the pre-test to know their reading comprehension in descriptive text before treatment. After that, the writer applied a treatment in each class, Echo Reading in Experimental class and Listen Read Discuss in Control class. After treatment, the students were given a post-test to know whether any influence in students' reading comprehension.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.³ There are two variables in research namely: independent variable and dependent variable. Independent variable is the major variable which investigated. It is the variable that was selected, manipulated and measured in the research. While the dependent variable is the variable which observed and measured to determine the effect of the independent variable.

1. The Independent variable (X) is Echo Reading strategy.
2. The Dependent variable (Y) is the students' reading comprehension in descriptive text.

³*Ibid*, p. 112.

C. Operational Definition of Variable

The operational of variable in this research are :

1) Independent Variable (X)

Echo reading is a strategy that used by the teacher to help the students in developing their ability to determine a purpose for reading in order to extract, comprehend, and make decisions based on information gained from reading. In reading class, the students must make description of the text about what they have read, so they can get the important information of the text.

2) Dependent Variable (Y)

Students' reading comprehension in descriptive text is the students' ability to get meaning of the text in descriptive to describe and reveal a particular person on the theme of famous person, place on theme of tourism place, or thing on the theme of favorite thing and comprehend the texts in order that the students are able to answer the questions and have good understanding of main idea, expression/idiom/phrase in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting idea, and vocabulary in context.

D. Population, Sample and Sampling Technique of the Research

1. Population of the Research

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is

called the population.⁴ The population in this research is all of the students at the first semester of the eighth grade in SMP Tamansiswa, Teluk Betung in academic year of 2017/2018. The total numbers of all the students are 113 students that are distributed into 4 classes. Based on the statements, all of the students are the population in this research. The total number of the students at the eighth grade of SMP Tamansiswa, Teluk Betung in academic year of 2017/2018 can be seen from Table 3.

Table 3
Total Number of the Students at the Seventh Grade of SMP Tamansiswa, Teluk Betung in Academic Year of 2016/2017

No	Class	Gender		Number Student
		Male	Female	
1	VIII A	16	12	28
2	VIII B	18	12	30
3	VIII C	15	10	25
4	VIII D	19	11	30
Total		68	45	113

Source: Document of SMP Taman Siswa, Teluk Betung in the Academic Year of 2016/2017.

2. Sample of the Research

The small group that is observed is called a sample, and the larger group about which the generalization is made is called a population. Based on Ary *et.al*, who state that a sample is a portion of a population. It can be concluded that sample is a part of population. The sample of this research was two classes of first semester at the tenth grade, one class as the experimental class while the other one as the control class.

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7th Ed). (New York: McGraw-Hill, 2009), p. 90.

E. Sampling Technique

In this research, the writer applied cluster random sampling technique because the population is in groups. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁵ The steps in determining the experimental class and control class as follows:

- a. First, the researcher made a kind of lottery.
- b. Second, the researcher provided 4 pieces of small paper in which each piece had the name of each class then the researcher rolled them up and put them into a glass.
- c. After that, the researcher shook the glass and took a piece of the paper.
- d. Finally, the first paper as an experimental class and the second one as a control class.

F. Data Collecting Technique

In collecting the data, the writer used pre-test and post-test to know the students' reading comprehension in descriptive text for experimental class and control class. Pre-test was given before treatment. It were done by reading comprehension the descriptive text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment. In pre-test the students were asked to answer

⁵Jack R. Fraenkel and Norman E. Wallen, *Op Cit*, p.95.

reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of 25 items.

The post-test were done after the students in the experimental and the control class have been given the treatment. It was done to know the students' reading comprehension on descriptive text after they were taught by using Echo Reading. In the post-test the students also were asked to answer reading comprehension test in form of multiple choice questions about descriptive text based on the provided topics that consist of 25 total item.

G. Instrument of the Research

In this research, the writer used the test as the instrument to collecting data. The form of the test was multiple choices with 4 options. The test was used to know students' reading skill in descriptive text. In measuring the students' reading comprehension, the test uses language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁶ The researcher prepared the instrument in the form of multiple choices questions. The blueprint of reading comprehension test for try out, pre-test and post-test can be seen in Table 4.

⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education* (San Fransisco: San Fransisco University Press, 2004), p. 26.

Table 4
Table Specification of Pre-test and Post-test Items before Validity

No	Aspect	Indicator	Item Number		
			Pre-test and post-test		
			Even	Odd	Total
1	Main Idea (topic)	Students determine the main idea of the passage:	26, 22, 34	1, 15, 41, 47	7
2	Expression / idiom / Phrase in context	Students can paraphrase sentence:	4, 38, 48	17, 21, 33	6
3	Inference (implied detail)	Students can find what is inference in the passage:	12, 33, 30, 46	5, 39, 43	7
4	Grammatical feature	Students can find grammatical feature in the passage:	6, 20, 40	11, 29, 37	6
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail:	10, 24, 44	27, 13, 35	6
6	Excluding fact not written (Unstated details)	Students can find unstated in passage:	2, 16, 42	9, 23, 49	6

7	Supporting idea	Students can find supporting idea to support the main idea:	8, 28, 45	3, 25, 50	6
8	Vocabulary content	Students know means each word:	18, 14, 36	7, 19, 31	6
Total			25	25	50

Based on the Table 4, the main idea in pre-test and post-test before validity consists of 7 numbers. They are number 1, 15, 22, 26, 34, 41, and 47. The expression/idiom/phrase consists of 6 numbers. They are number 4, 17, 21, 33, 38, and 48. The inference consists of 7 numbers. They are number 5, 12, 30, 33, 39, 43, and 46. The grammatical feature consists of 6 numbers. They are number 6, 11, 20, 29, 37, and 40. The detail consists of 6 numbers. They are number 10, 13, 24, 27, 35, and 44. The excluding fact not written consists of 6 numbers. They are number 2, 9, 16, 23, 42, and 29. The supporting idea consists of 6 numbers. They are number 3, 8, 25, 28, 45, and 50. The vocabulary content consists of 6 numbers. They are number 7, 14, 18, 19, 31, and 36.

Table 5
Table Specification of Pre-test and Post-test Items after Validity

No	Aspect	Indicator	Item Number				Total
			Pre-test		Post-test		
			Even	Odd	Even	Odd	
1	Main Idea (topic)	Students determine the main idea of the passage.	10	1, 23	10, 14, 22	1	7
2	Expression/Idiom/ Phrase In context	Students can find an expression/ idiom/Phrase in the passage.	4, 14	11	20, 24	3, 11	7
3	Inference (implied detail)	Students can find what is inference in the passage.	18, 24	-	4	19, 21	5
4	Grammatical feature	Students can find grammatical feature in the passage.	22	9, 13, 17, 21	8, 18	-	7
5	Detail (scanning for a specifically stated detail)	Students understanding specifically state detail or explicit detail.	8	15, 19	16	7, 9, 23	7
6	Excluding fact not written (Unstated details)	Students can find unstated in passage.	2	7, 25	-	15, 25	5
7	Supporting idea	Students can find supporting idea to support the main idea.	6, 16	3	2, 6	17	6
8	Vocabulary content	Students know means each word.	12, 20	5	12	5, 13	6
Total			12	13	12	13	50

Based on the Table 5, the main idea in pre-test and post-test after validity consists of 7 numbers. In the pre-test, they are number 1, 10, 23 and in the post-test, they are number 1, 10, 14, 22. The expression/idiom/phrase consists of 7 numbers. In the pre-test, they are number 4, 11, 14 and in the post-test, they are number 3, 11, 20, 24. The inference consists of 5 numbers. In the pre-test, they are 18, 24 in the post-test, they are number 19, and 21. The grammatical feature consists of 7 numbers. In the pre-test, they are number 9, 13, 17, 21, 22 and in the post-test, they are number 8, and 18. The detail consists of 7 numbers. In the pre-test, they are number 8, 15, 19 and in the post-test, they are number 7, 9, 16, 23. The excluding fact not written consists of 5 numbers. In the pre-test, they are number 2, 7, 25 and in the post-test, they are number 15, 25. The supporting idea consists of 6 numbers. In the pre-test, they are number 3, 6, 16 and in the post-test, they are number 2, 6, and 17. The vocabulary content consists of 6 numbers. In the pre-test, they are number 5, 12, 20 and in the post-test, they are number 5, 12, and 13. So, the total number is 50 items consist of 25 items for pre-test and 25 items for post-test.

G. Research Procedure

The research procedure conducted in the first semester of the eighth grade. Before conducting the research, the researcher asks the permission to the headmaster and the English teacher at the school. After she has permission, the researcher conducts through the following steps:

1) Planning

Before the researcher apply the research procedure, the researcher make some planning to run the application well. There are some steps that should be planned by the researcher.

The procedure of making planning of this research can be seen as follows:

a. Determining the subject of the research

In this phase the researcher chosen the eighth grade student of SMP Tamansiswa Teluk Betung as the subject of the research, VIII A as an experimental class and VIII C as a control class.

b. Determining the instruments of the research

The researcher determined the instruments that were taught to students, the instrument was a test of descriptive text. The students got the same instrument for both classes in the same topic.

c. Preparing Tryout Test

Try out will be conducted to identify how accurate and effective the test before it was used to collect the data of research and used to identify whether the test could be administrated or not.

d. Preparing Pre-test

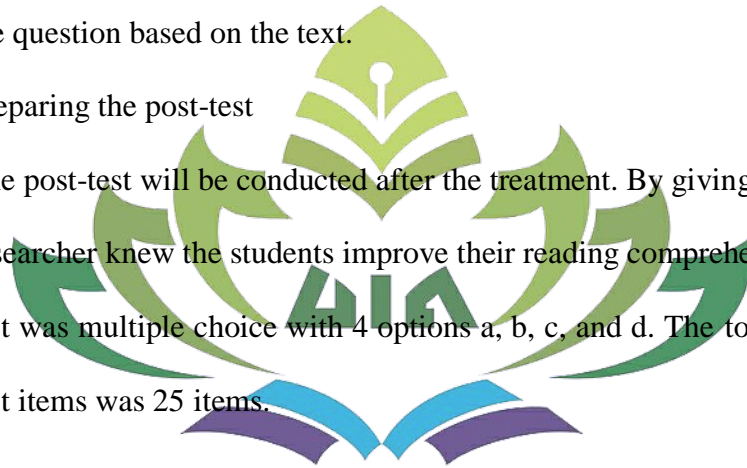
The researcher prepared pre-test that was given to the students. The pre-test was given on the questions that were selected after validity.

e. Determining the material to be taught

The researcher gave the treatment in three meetings. In the treatment, the researcher as the teacher taught the students by using echo reading. The students were given explanation about echo reading, the main ideas of echo reading, and how to read and comprehend the text. The students also were given the explanation about descriptive text and topic of descriptive text. After that, the students read the text, students could read the text and answer the question based on the text.

f. Preparing the post-test

The post-test will be conducted after the treatment. By giving the post-test, the researcher knew the students improve their reading comprehension or not. The test was multiple choice with 4 options a, b, c, and d. The total number of the test items was 25 items.



2) Application

After making the planning, the researcher tried to apply the research. There were some steps in doing this research:

a. In the first step, the writer gave try out test

This test was multiple choice that consist of 40 items with 4 options a, b, c or d. The test was distributed in class tenth that different from the experimental and the control class.

- b. In the first meeting, the writer gave pre-test

The researcher gave pre-test to the experimental and the control class. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 25 items.

- c. In the second, third, and fourth meeting the writer gave the treatment

After gave the pre-test to the students, the researcher conducted the treatment by using Echo Reading in the experimental class and using Listen Read Discuss in the control class.

- d. In the last meeting, the writer gave post-test

The researcher gave post-test. The test was multiple choices with 4 options a, b, c or d. The total number of the test was 25 questions.

3) Reporting

The last step that should be done in the research procedure is reporting. There are as follow:

- a. Analyzed the data that were already obtained from try-out
- b. Analyzed the data that were already obtained from pre-test and post-test
- c. Made report findings.

H. Scoring Procedure

Before getting the score, the researcher determined the procedure used in scoring the students' work. In order to do that the researcher use Sudijono's formula. The highest

score is 100. The score of pre-test and post-test will be calculated by using the following formula:

$$S = \frac{R}{N} \times 100$$

Notes :

S = Score of test

R = Total of right answer

N = Total items⁷

I. Validity and Reliability of the Test

1) Validity of Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁸ It means that a good test must have validity so the test can measure the aspects that will be measured.

To measure whether the test has good validity or not, the researcher will use the content and construct validity.

a) Content Validity

To get the content validity, the test adapted with the student's book and the objective of teaching in the school based on curriculum for the eighth grade of SMP Tamansiswa Teluk Betung. The test was suited with the material was taught to the students. It can be seen in the syllabus at Basic Competence 5.1. In point (Subject) mentioned "Reading descriptive text (describing people, places, things) and

⁷Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), h. 318.

⁸Arthur Hughes, *Testing for Language Teacher*, (2nd Edition), (Cambridge: Cambridge University Press, 2003), p.26.

identifying the structure of descriptive text. Based on the statement, the writer arranged materials based on the objectives of teaching in the school based on the syllabus for the tenth grade students of SMP Tamansiswa Teluk Betung.

b) Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.⁹ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept.

Construct validity focuses on the kind of the test that is used to measure the students' reading ability. In this research, the writer administrated a reading test, the scoring covers eight aspects of reading that are adapted from Brown, and they are, Main idea (Topic), Expression/idiom/phrase in the context, Inference (Implied detail), Grammatical Feature, Detail (Scanning for a specifically stated detail), Excluding fact not written (Unstated details), Supporting Idea, Vocabulary in context. To make sure, the writer consulted the instrument of the test (pre-test and post-test) to the English teacher of SMP Tamansiswa Teluk Betung as a validator, for determining whether the test has obtained construct validity or not.

The researcher validated the test instrument to the English teacher of SMP Tamansiswa Teluk Betung, Mrs. Susi Mies Merry. Based on the form validation the

⁹*Ibid*, p.301.

eight criteria of reading comprehension (main idea, expression/idiom/phrase in context, inference, grammatical feature, detail, excluding fact not written, supporting idea and vocabulary in context) were suitable to the students at eighth grade. From the form validation that the instruction of the test was clear and the time allocation was enough. (See Appendix 4).

c) Item Validity

Item validity is appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.¹⁰ The writer gave some question to know valid or not the questions that were given to the students. The item validity used to measure the validity of the test items. In this research, the writer used SPSS (*Statistical Package for Social Science*) to calculate the data obtained from the try out to find the item validity of each item.

From the result of validity analysis by using SPSS, there were 25 invalid items of pre-test, they were number 5, 6, 12, 13, 14, 16, 18, 22, 23, 25, 26, 27, 31, 32, 33, 34, 38, 39, 42, 43, 44, 45, 47, 48, and 50. Meanwhile, they were number 2, 6, 9, 12, 14, 16, 20, 21, 23, 25, 26, 31, 32, 34, 36, 37, 38, 39, 40, 42, 43, 45, 46, 47, and 49 in post-test. (See Appendix 20 and 21).

¹⁰Glend fulcher and Fred Davidson, *Language Testing and Assessment*, (New York: Routledge 2007), p.102.

2) Reliability of Test

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.¹¹ Besides having high validity, a good test should have high reliability too.

Below are the criteria of reliability test:

0.80 - 1.000 = Very high reliability

0.60 - 0.799 = High reliability

0.40 - 0.599 = Medium reliability

0.20 - 0.399 = Low reliability.¹²

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.799 and reliability in posttest was 0.845. the researcher concluded that the degree of the level of reliability of the students in pre-test was high, in post-test was very high. (See Appendix 21)

J. Data Analysis

To analyze the data, the writer used parametric, statistics, and t-test. In parametric statistics, there were assumptions which must be fulfilled, they were normality test and homogeneity test.

¹¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op Cit*, p.236.

¹²Ag. Bambang Setiyadi, *Metode Penelitian untuk Pelajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006),p.75.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹³ It means that to get the accurate result, the researcher had to do some tests such as normality test and homogeneity test.

a) Normality Test

The researcher used normality test to know whether the data in the experimental class and control classes are normally distributed or not.¹⁴ In this research the researcher use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypothesizes for the normality test are formulated as follows:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis are as follows

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

¹³M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

¹⁴Budiyono. *Statistika untuk Penelitian.* (Surakarta: Sebelas Maret University press, 2004), p.170.

b) Homogeneity Test

After the normality test, the writer determined the homogeneity of the test. This test intended to test whether the variance of the data in the experimental class and in control class is equal or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity of the test. The test of homogeneity employed was Levenes statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

This test was used to determine whether the data fulfill the criteria of the quality of variance. This test used Independent Sample t-Test to analyze the data.

The hypotheses of this research were :

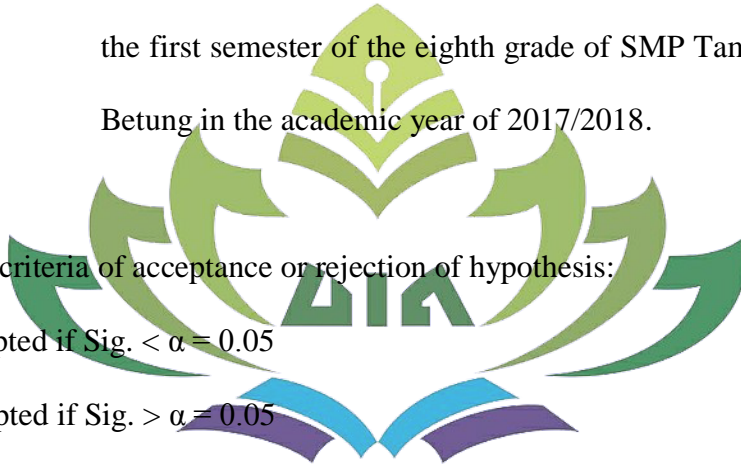
H_a : There is a significant influence of using Echo Reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa, Teluk Betung in the academic year of 2017/2018.

H_o : There is no significant influence of using Echo Reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa, Teluk Betung in the academic year of 2017/2018.

While the criteria of acceptance or rejection of hypothesis:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test in the Experimental Class

The pre-test was administrates in order to know students' reading comprehension in descriptive text before the treatment. The scores of the students' reading comprehension in descriptive text that were tested in pre-test can be seen in Figure 1 :

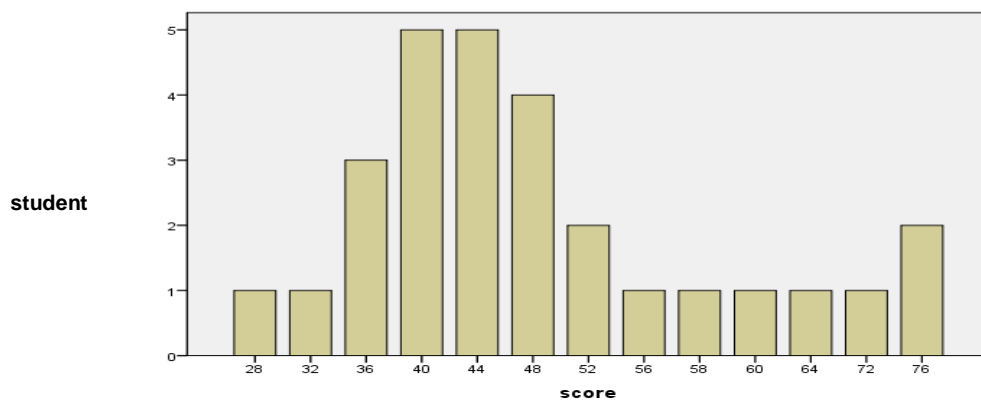


Figure 1
Result of Pre-test in Experimental Class

Based on the Figure 1, it can be concluded that there was one student who got 28 score. There was one student who got 28. There was three students who got 36 score, there were five students who got 40, there were five students who got 44. There were four students who got 48 score. There were three students who got 52 score. There was one student who got 56 score, there was one student who got 58 score. There was one student who got 60 score, there was one student who got 64 score. There was one

students who got 72 score and only two student got 76 score. For the statistics of the result of pre-test in experimental class (VIII A) , it can be seen on Table 6 :

Table 6
Statistics of the Result of the Pretest of VIII A

Statistics	Score
Mean	48.07
Minimum	28
Maximum	76
Median	44
Mode	40

Based on Table 6, it showed that the mean of pretest score in VIII A as the experimental class was 48.07. The maximum score was 76 and the minimum score was 28. The median score was 44 and the mode score was 40 (See Appendix 25).

2. Result of the Pre-test in Control Class

The result of the pretest of VIII C as the control class can be seen on the Figure 2 :

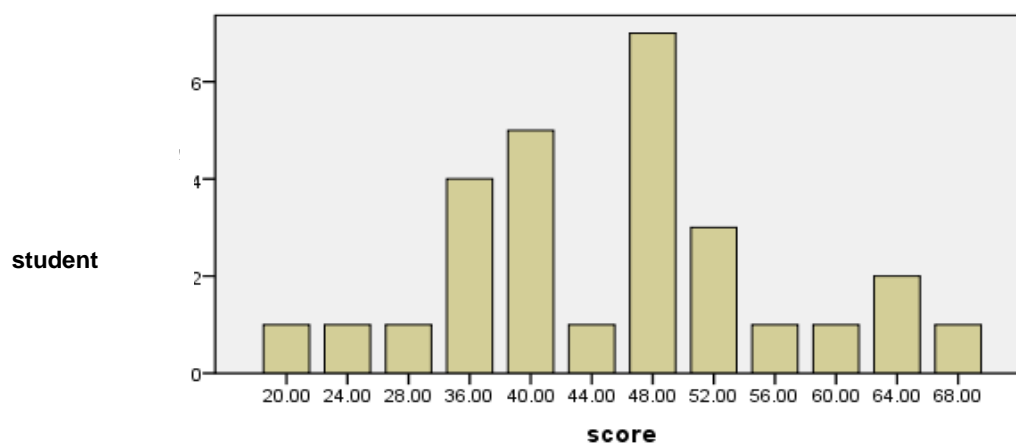


Figure 2
Result of Pre-test in Control Class

From figure 2, it can be concluded that only one students got 20 score. There was one student who got 24. There was one student who got 28 and three students who got 36 score. There were four students who got 40 score. There were six students who got 48 score and three student who got 52 score. There was one student who got 56 and one student who got 60 score. There were two students who got 64 and only one student who got 68 score. For the statistics of the result of pre-test in control class (VIII C) , it can be seen on Table 7 :

Table 7
Statistics of the Result of the Pretest of VIII C

Statistics	Score
Mean	45.67
Minimum	20
Maximum	68
Median	48
Mode	48

Based on Table 7, it showed that the mean of pretest score in VIII C as the control class was 45,67. The maximum score was 68 and the minimum score was 20. The median score was 48 and the mode score was 48 (See Appendix 26).

At the beginning of the research, the pre-test was administered to know students' reading comprehension skill before they were given treatments by the teacher. The result showed that the mean score of pre-test between experimental class was 48.07 and the mean score of pre-test in control class was 45.67.

3. Result of the Post-test in Experimental Class

The writer also conducted post-test in order to know students' reading comprehension in descriptive text after the treatment. The scores of the students' reading comprehension in descriptive text that were tested in post-test can be seen in Figure 3

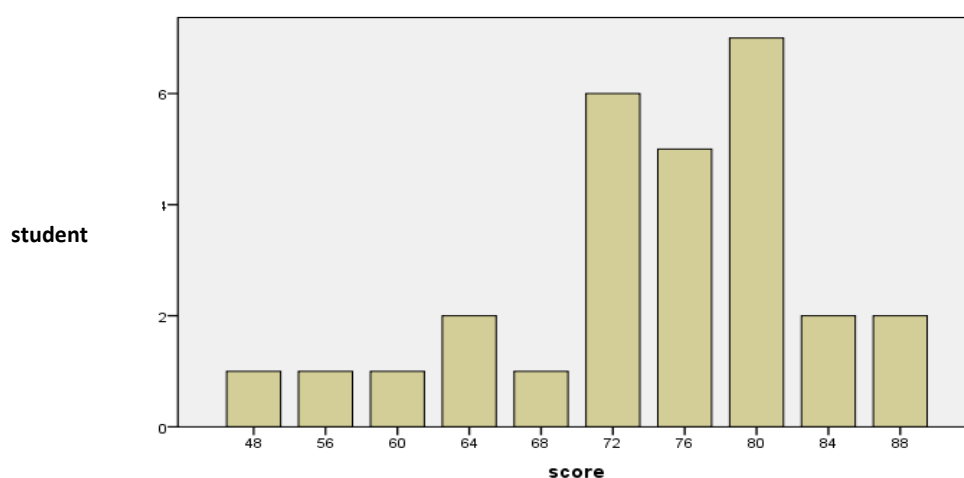


Figure 3
Result of Post-test in Experimental Class

Based on figure 3, it can be concluded that there was one student who got 48 score. There was one student who got 56 score, there was one student who got 60 score, and two students who got 64 score, there was one student who got 68 score, there were six students who got 72 score, there were five students who got 76 score, there were seven students who got 80 score. There were two students who got 84 score, and two students who got 88 score. The statistics of the result of posttest of VIII A, it can be seen on Table 8:

Table 8
Statistics of the Result of the Post-test of VIII A

Statistics	Score
Mean	73.57
Minimum	48
Maximum	88
Median	76
Mode	72

Based on Table 8, it showed that the mean of post test score in VIII A as the experimental class was 73.57. The maximum score was 88 and the minimum score was 48. The median score was 76 and the mode score was 72 (See Appendix 27).

4. Result of the Post-test in Control Class

The result of the post test of VIII C as the control class can be seen on the Figure 4 :

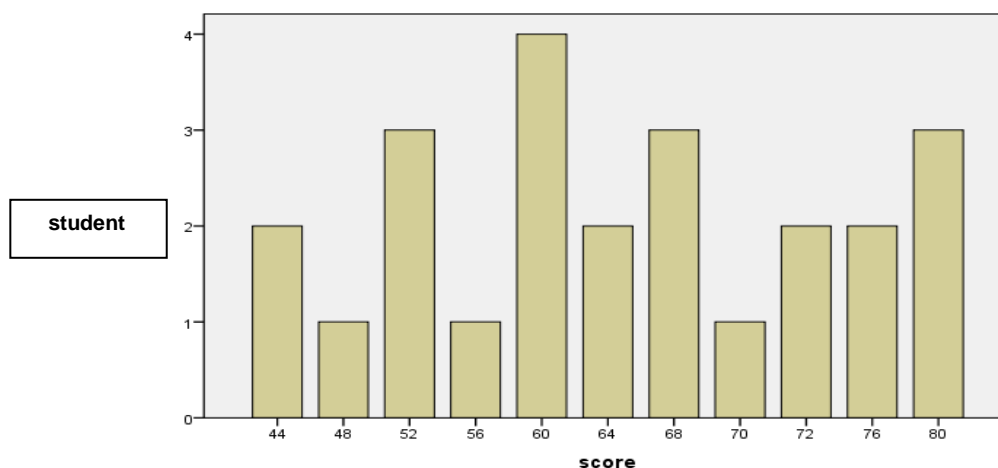


Figure 4
Result of Post-test in Control Class

From figure 4, it can be concluded that there were two students got 44 score, there is one student who got 48 score, there were three students who got 52 score, there is one student who got 56 score, there were four students who got 60 score. Then, there were two students who got 64 score, three students who got 68 score, and only one student who got 70 score. There were two students who got 72, two students got 76, and three students got 80 score. The statistics of the result of posttest of VIII C, it can be seen on Table 9:

Table 9
Statistics of the Result of the Post test of VIII C

Statistics	Score
Mean	63.79
Minimum	44
Maximum	80
Median	68
Mode	60

From Table 9, it can be seen that the mean score was 63.79. The maximum score was 80. The minimum score was 44. The median score was 68. The mode score was 60 (See Appendix 28).

At the end of the research, post-test was given to measure the improvement of the students reading comprehension skill in both classes after the treatments done. The mean score of post-test in experimental class was 75.57 and mean of post-test in the control class was 63.79. It means that teaching reading by echo reading strategy more effective and it can increase their reading score.

From the result, we can see that the students' post-test is higher than pre-test. The result of pre-test and post-test also showed that students who taught by using Echo Reading Strategy got better result than students who taught by using Listen Read Discuss Strategy.

B. Result of Data Analysis

1. Fulfillments of the Assumption

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality and homogeneity test.

a. Result of Normality Test

The normality test used to measure whether the data in the experimental and control class are normally distributed or not. In this research, the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed is Shapiro Wilk. The hypothesis for the normality test are formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follow :

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 10

	Shapiro-Wilk		
	Statistic	df	Sig.
Gain Exp	.958	24	.401
Gain Cont	.919	24	.057

Based on the Table 10, it could be seen that Sig (P_{value}) for experimental and control class was 0.40 and $\alpha = 0.05$. It means that $\text{Sig} (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion was that the data were in the experimental and control class had normal distribution. It was calculated based on the gain of the experimental and control class (See Appendix 29).

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

The result of homogeneity test in the experimental and control class can be seen in Table 11 :

Table 11

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	1.002	1	50	.322

Based on the results obtained in the test of homogeneity of variance in the column, it could be seen that *Sig.* (P_{value}) based on mean was 0.322, and $\alpha = 0.05$. It means that $\text{Sig.} (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data was homogenous. It was calculated based on the gain of the experimental and control class (See Appendix 30).

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the researcher tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a =There is a significant influence of using echo reading strategy towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.

H_o =There is no significant influence of using echo reading strategy towards students' reading comprehension in descriptive text at the first semester of

the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_0 is accepted if $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

Table 12
The Result of Independent Samples Test

t	Df	Sig. (2-tailed)
2.547	50	.014

Based on the results obtained in the independent sample t-test in the table 12 that the value of significant generated $\text{Sig. } (P_{\text{value}})$ or $\text{Sig. } (2\text{-tailed})$ of the equal variance assumed = 0.014, and $\alpha = 0.05$. It means that $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was any influence of using Echo Reading Strategy towards students' Reading Comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the academic year of 2017/2018 (See Appendix 31).

C. Discussion.

Based on table specification of the instrument after validity the researcher used SPSS to validate the instrument. After validation, the eight criteria of reading comprehension (main idea, expression/idiom/phrase in context, inference, grammatical feature, detail, excluding fact not written, supporting idea, and vocabulary in context) were valid. So, the researcher made the test based on the eighth criteria that have been mentioned.

At the beginning of the research, the pre-test was administered to know students' reading comprehension score before they were given treatments by the researcher. The result showed that the mean score of pre-test between experimental class was 48.07 and the mean score pre-test in control class was 45.67.

Afterward the students were taught by using Echo Reading Strategy in the experimental class and Listen Read Discuss in control class. The material was three topic of descriptive text (describing people, describing place, describing things) for three treatments. Before doing Echo Reading Strategy the researcher explained what Echo Reading is and how we do the procedure of Echo Reading in the beginning of treatment the researcher asked the students about descriptive text and explained it also given example to the students. At the end of the research, post-test was given to measure the improvement of the reading skill in both classes after the treatments done. The mean score of post-test in the control class was 73.57 and mean of post-test

in the control class was 63.79. It means by using echo reading strategy can increase their reading score.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_o) is refused and alternative hypothesis (H_a) is accepted. It means that the treatments had influence of using echo reading towards students' reading comprehension, so alternative hypothesis is accepted. The result of the data analysis showed that echo reading strategy in teaching reading comprehension can be implemented. It had been supported by previous research that was done by Emi Agustriyani entitled "Teaching Reading Comprehension by Using Echo Reading Strategy to the Tenth Grade Students of Setia Darma Vocational School of Palembang". She said that Echo Reading Strategy The strategy encouraged the students to be more active and motivated in learning reading, and it also can increase student's achievement significantly.

In conclusion, the researcher concluded that the echo reading was more helpful to be used for the students to help them built their reading comprehension than using Listen Read Discuss. It was because echo reading is in group not individually, so the students will be more confident when they read and comprehend the text. So finally there is any influence of echo reading towards students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Tamansiswa Teluk Betung in the Academic Year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMP Tamansiswa Teluk Betung in the academic year of 2017/2018, the writer might draw conclusions as follows :

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using echo reading towards students' reading comprehension at the first semester of the Eighth Grade of SMP Tamansiswa Teluk Betung in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.014. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the Teacher

- a) After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching reading by using echo reading strategy.

They are as follows;

- a) The teacher must read more books about strategy in teaching reading
- b) The teacher must read more books about managing the students.

- c) The teacher must assertive when students could not be handle.
- d) Considering the students problem in reading comprehension during treatments, the writer suggests the teacher to give students more text to be read and more exercises.
- e) The teacher should explain the rules of the strategy clearly and repeat them several times to avoid the students misunderstanding the rules. It can make the strategy run well.

2. For the Students

- a. Considering the students problem in reading comprehension, the students should be focus and pay attention to the teacher while the teacher explain and show them how the strategy is. So, it could be understood easily.
- b. The students should learn their mistakes in practicing reading by self correction or asking their friends for criticism or suggestion, so at the last they may not repeat the same mistakes in reading.
- c. The students should have more time to practice reading text at home.

3. For the School

The school should set class with average number of students in order to prevent over crowded classes so that the students could not difficult to be handle anymore. Furthermore, the school should provide another program of English for the students such as English club or English course in order to the make the students easier to practice their English skill.

4. For the Next Researcher

After conducting the result and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the influence of echo reading with different material or other to increase their reading skill. Moreover, hopefully the result of this research can be a reference.



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